RK800-2

LABELS
Some 20 percent of fine-arts products tested recently were found to contain toxic chemicals; they will soon bear a warning label as part of a voluntary program by supply companies to forestall government regulation.

See Page 9.

GUIDELINES
In an effort to control the quality of the day-care industry, the Department of Health and Human Services has issued new guidelines for states, but experts say they ignore "systemic" problems in focusing only on child abuse.

See Page 10.

INDICATORS
The Education Department's first annual assessment of the health of American education reports, among other things, that a substantial number of college freshmen are taking remedial courses in reading, writing, and mathematics.

See Page 11.

EDUCATION WEEK

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E.P.A. Delays Ban On Asbestos Use In Surprise Move

Regulation Action Blocked By O.M.B., Unions Allege

By Lynn Olson

WASHINGTON—In a surprise action, the Environmental Protection Agency has delayed plans to ban the mining and importation of asbestos and its use in certain products.

The decision comes on the heels of a two-year debate between the agency, the Congress, and interest groups over the E.P.A.'s failure to act on asbestos regulations.

Asbestos, a known carcinogen, was used heavily in school construction until the 1970's, when the health dangers of the substance became widely publicized. Last May, the E.P.A. proposed an immediate ban on the most extensively used asbestos-containing products—roof and flooring felt, felt-backed vinyl-sheet flooring, vinyl asbestos floor tiles, and asbestos cement pipes and fittings—for which substitutes are available.

Experts say that schools were built with these products in the past and that the materials probably still are installed in schools, although far less frequently.

The E.P.A. announced its intention to ban the substance in July 1983; it sent its proposal to the federal Office of Management and Budget, as required under the regulatory-review process, in May 1984. The O.M.B. has been reviewing the proposal since then.

In a press conference this month, A. James Barnes, acting deputy administrator of the E.P.A., announced yet another delay in approving the ban.

Continued on Page 16

Administration Seeks $15.5 Billion for Education

Main Programs for Schools Kept at Fiscal 1985 Levels

By James Hertling

WASHINGTON—William J. Bennett, the new Secretary of Education, inherits the difficult task of having to sell to the Congress a $15.5-billion Education Department budget for fiscal 1986 that includes deep cuts in popular higher-education programs and reductions or spending freezes in most elementary- and secondary-education programs.

The education budget is part of a $973.7-billion executive spending plan for 1986 that projects a deficit of $180 billion for the year.

Former Acting Secretary of Education Gary L. Jones, who headed the department pending Mr. Bennett's confirmation, said at a briefing on the budget proposals last week that the Administration rejected a tax increase and a slowdown in the military buildup as means to shrink the deficit, instead seeking cuts in domestic programs to prevent the cumulative national debt from climbing to more than $1 trillion.

Congressional Opposition

"It's anybody's guess" whether the Democratic-controlled House and the Republican-controlled Senate will agree to the proposals for the fiscal year that begins next Oct. 1, Mr. Jones said at his final public appearance at the department.

(Mr. Bennett was sworn in as secretary at the White House last Thursday by Attorney General William French Smith after the Senate had voted 93-0 last Wednesday to confirm his nomination.)

Democratic and Republican Congressional leaders, who rejected most of President Reagan's budget and policy proposals in education during his first term, have already stated their opposition to the higher-education cuts.

Although Mr. Reagan last month formally relinquished one oft-stated goal, pledging not to seek abolition of the Education Department "at this time," his fiscal 1986 budget includes other policy proposals that closely resemble those of previous years. They include a call for the introduction of tuition tax credits and Chapter 1 vouchers, and the elimination of impact-aid "B" payments, which go to school districts where parents live or work on federal installations.

The 1986 budget calls for the elimination of about $174 million in 1985 funds already approved by the Congress. These cuts, known as rescissions, include $80 mil-

Continued on Page 16

Academe Girds for Fight On Student-Aid Cutback

By Sheppard Ranbom

WASHINGTON—Minutes after last week's Education Department press conference outlining President Reagan's proposed 1986 federal budget, representatives of the nation's colleges and universities held a press conference of their own on the sidewalk outside the department's headquarters.

Wearing heavy winter coats, gloves, and scarves, they came to protest a budget that they said left them "shivering" and put higher education "out in the cold."

According to Robert H. Atwell, president of the American Council on Education, the umbrella organization representing sever-

Continued on Page 12

N.S.F. Shifts Effort to Lower Grades, But Budget Maneuver Trims Its Scope

By Lynn Olson

WASHINGTON—The National Science Foundation has announced plans to spend up to half of its $82 million in science-education funds this year and in fiscal 1986 on projects that strengthen the teaching and learning of science and mathematics in middle and elementary schools.

The "special focus" marks a shift in the foundation's precollegiate science-education program, which previously concentrated on the high school.

The increased focus on younger students is the first major initiative of the agency's new assistant director for science and engineering education, Bassam Z. Shakhashiri.

Mr. Shakhashiri, who came to the N.S.F. last June from the Institute for Chemical Education at the University of Wisconsin-Madison, said the foundation decided to make a special effort in the lower grades, "because those are the years where the attitudes of preadolescents begin to develop, where opinions begin to harden. We want to make sure that students have a good exposure to science and mathematics so they don't get turned off at an early age."

Funding Problem Seen

That shift in focus is being applauded by members of the scientific community. But last week, in the wake of the Administration's budget proposals for fiscal 1986, some also said that the foundation's proposed fiscal 1985 and 1986 budgets for science education mask a cut of about $63 million in actual spending.

The genesis of that cut goes back to the first two years of the Reagan Administration, when officials abolished the science- and engineering-education directorate, which is responsible for precollegiate education, and tried to eliminate the N.S.F.'s precollege science-education program altogether. The foundation re-established the

Continued on Page 17

New York City Mayor Proposes Public Schooling for 4-Year-Olds

By Linda Chion-Kenney

City and state officials are eagerly embracing a proposal by Mayor Edward I. Koch to begin public schooling in New York City at age 4 as a response to societal changes and to the city's dropout problem.

In his state-of-the-city address on Jan. 30, the Mayor announced that he was establishing a commission to recommend a way to phase in schooling for 4-year-olds in the nation's largest school district beginning in September 1986.

"I think it's an incredibly positive idea," said Herbert E. Berman, chairman of the New York City Council's education committee, which, along with the Board of Estimate, must approve local funds for the venture.

"It's also cost-effective when you consider the high price you have to pay for remediation down the line for many youngsters who haven't had the benefit of pre-kindergarten," said James F. Regan, president of the New York City Board of Education.

"We at the board feel that in urban areas a solid preschool environment is even more essential for youngsters whose parents want to opt for it."

"Remember," he continued, "almost a third of our youngsters come from single-parent homes, so we're grateful to the Mayor for making this one of his high-priority programs."

Coordination With Day Care

The Mayor, who said he was struck by the "near unanimity among experts that early-childhood education is the one educational reform that holds more promise than any other," noted that the new commission will also recommend ways to coordinate a citywide program for 4-year-olds with existing Head Start and day-care programs.

Continued on Page 18

IN SUMMARY

Minority Enrollment
The nation's independent schools report an increase in minority enrollment spurred by dramatic gains in the number of Asian-American students choosing the schools. Story on Page 5.

'Teacher-Tested'
A group of software publishers has recommended that producers of software stop using an evaluation service offered for a fee by the National Education Association. Story on Page 5.

Down With 'Top Down'
A grassroots network of educators has issued a position paper saying many current educational reforms are having a negative impact and calling for a 'bottom-up' approach. Story on Page 6.

Make It Official?
The campaign to make English the nation's official language and limit bilingual education through constitutional amendments is intensifying at the federal and state levels. Story on Page 6.

'Covering Up'?
Charging that the Environmental Protection Agency has been hiding evidence of asbestos dangers, a service workers' union is asking a court to order stronger regulations. Story on Page 11.

Support From the Governors
In state-of-the-state messages to their legislatures, five governors have proposed increased attention to school improvement and more funds for education. Story on Page 15.

Equal Access
School officials do not violate the rights of religious groups by requiring them to follow a special procedure to use school facilities, a federal appeals court has ruled. Story on Page 15.

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THE WEEK

FEDERAL

Teacher-Warranty Bill Introduced In Congress

Representative Ron Wyden, Democrat of Oregon, last week introduced legislation that would require any school of education receiving federal funds to provide a two-year warranty on the classroom performance of its graduates.

Education-school graduates who "receive an unsatisfactory evaluation" after two years in the classroom would be eligible for retraining at their school "at no cost to the graduate as long as it does not exceed the amount of federal assistance received by that student while at the education school," said Representative Wyden in introducing the legislation.

The new bill would assure that new teachers do not " 'sink or swim' in the first year of teaching," he said.

If passed, the measure, H R 937, would be an amendment to the Higher Education Act of 1965. No hearings have been scheduled on the bill.

Last year, the Congress passed a bill sponsored by Representative Wyden calling for the establishment of a national scholarship fund to encourage top students to become teachers.

E.D. Announces $500,000 Grant To Retrain Workers

The Education Department last week announced that it will contribute $500,000 in 1985 to a $5-million Ford Motor Company-United Auto Workers program to retrain 75,000 Ford auto workers in 256 colleges and universities.

According to Mike Becker, a department spokesman, the federal share comes from three sources: the office of vocational education, the secretary's discretionary fund, and the office of postsecondary education.

The department grant will go to the U.A.W.-Ford National Development Center on the campus of Henry Ford Community College in Dearborn, Mich. The U.A.W.-Ford Employee Development and Training Program, established in 1982, involves schools in five states—Illinois, Indiana, Michigan, Missouri, and Ohio.

Former Acting Secretary of Education Gary L. Jones praised the project as having been "accomplished without passage of a host of new federal legislation or multi-billion-dollar appropriations."

NATIONAL

Homeless Youths Need More Services, Survey Reveals

Only about 22 percent of runaways and homeless youths who need help are receiving it from shelters and community programs, according to the preliminary findings of a nationwide survey.

The survey, conducted by the National Network of Runaway and Youth Services in Washington, D. C., is based on reports from 200 shelters and youth-service agencies across the country.

It estimates that more than 1.5 million young people between the ages of 10 and 18 run away from home each year. About 36 percent of those children report that they ran away because they had experienced physical or sexual abuse at home.

The survey also found that the agencies established to help these youths are "woefully" underfunded, relying on private donations to maintain their sheltering and counseling efforts.

Also, the survey found that:

- Staff members of shelters in every state reported that they are seeing an increasing number of young homeless people with severe mental problems.
- The states of Hawaii, Kentucky, and Pennsylvania, in particular, are seeing a dramatic increase in the number of children who leave home to escape physical abuse and the number of "throwaways," young people whose parents have asked them to leave home.
- Nearly 65 percent of the shelters reported that their home-style facilities are in serious need of capital improvement and renovation.

STATES

Judge Blocks School-Prayer Law In West Virginia

A federal district-court judge has temporarily blocked West Virginia's new school-prayer amendment, after hearing witnesses' testimony at a hearing last month that children were being forced to pray against their will.

Judge Elizabeth Hallanan, with the U. S. District Court for the Southern District of West Virginia, issued a preliminary injunction Feb. 1 in a suit brought by opponents of the law. The judge deferred ruling on a permanent injunction until more evidence is introduced in the case.

West Virginia's voters passed the school-prayer amendment by a wide margin on the November ballot. The measure, which took effect in January, requires public schools to hold periods of "prayer, contemplation, or meditation" each day. But teachers are not supposed to force students to participate.

Plaintiffs in *Susan Breseman Walter* v. *West Virginia Board of Education* contend that the law violates the separation of church and state mandated by the First Amendment. The plaintiffs include members of the Christian, Muslim, and Jewish faiths, as well as the West Virginia Civil Liberties Union and the National Council of Jewish Women.

In December, Roy Truby, state superintendent of public instruction, issued prayer guidelines for county school officials. But Mr. Truby said on the witness stand that he is personally opposed to the amendment.

Application Errors Complicate Florida's Master-Teacher Plan

Florida's master-teacher program has run into an unexpected snag: Errors on about 10 percent of the application forms for the program have caused otherwise qualified teachers to be dropped as candidates.

The state has a contract with the Educational Testing Service in Princeton, N. J., to administer the program "under very stringent guidelines," said Frank A. Mirabella, chief cabinet aide and information director for the Florida education department.

Those guidelines include a computerized application process that assures that all candidates supply necessary information. But in about 10 percent of the 35,000 applications for the program, the information on the forms was incorrect or incomplete, Mr. Mirabella said. As a result, they could not be processed and the teachers were dropped from the program although they may have been qualified for it.

The state attorney general approached Ralph D. Turlington, the commissioner of education, about the problem early this month. The commissioner's office is working with the state board of education and the attorney general's office to try to come up with a solution as soon as possible, Mr. Mirabella said.

The program, which the legislature first approved in 1983 and amended last fall, will pay eligible teachers a total of $3,000 in two installments, the first in June and the second in September.

Colleges To Fight Budget Cuts

Continued from Page 1

al thousand colleges and universities, the 25-percent cut in federal financial-aid programs proposed by the President would affect "virtually all six million recipients of student aid."

The budget, released to the Congress Feb. 4, would reduce support for financial-aid programs from $8.6 billion to $6.3 billion as part of the President's efforts to reduce the federal deficit.

Specifically, the Administration's proposals would:

- Set a $4,000 limit on the amount of federal aid a student may receive, other than federally guaranteed loans under the Parental Loan to Assist Undergraduate Students (PLUS) program. These loans, not subsidized at as high a rate as Guaranteed Student Loans (G.S.L.'s), are currently offered at 4-percent higher interest rates. Under the Administration's plan, interest rates for PLUS loans would change from 12 percent to a rate set by the lender. The G.S.L. loans now carry an interest rate of 8 percent.
- Require that students pay a minimum of $800 toward their education as a condition of eligibility for federal aid.
- Redefine the status of students who claim to be independent of their parents, a group that has tripled in number since 1978, according to the Education Department. To "restore emphasis on family responsibility in meeting secondary costs," all students under 22 years of age, except orphans and wards of the courts, would be classified as dependent students, according to budget documents.
- Merge the Supplemental Opportunity Grant program with federal work-study aid. Up to 50 percent of funds could be used to provide supplemental grants to students with demonstrated need at the school's discretion. Total funding for the combined programs would shrink from its current level of about $1.1 billion to $994 million in fiscal 1986, according to budget documents. According to an estimate released by the House Education and Labor Committee, the merger of the two programs would result in 410,000 fewer grants.
- Terminate the $152-million State Student Incentive Grant program, which gives states matching funds to provide grants to students with demonstrated need. About 304,000 awards were made this year to students under the program.
- Raise the interest rate on Guaranteed Student Loans from the current 8 percent to the average 91-day Treasury-bill rate for the quarter ending March 31 of a given year. The average rate for last year was about 9 percent.
- Require that students have a high-school diploma or its equivalent to be eligible for student aid.
- Slash the Pell Grant program, which provides scholarship support for the nation's neediest college students, by $634 million. The maximum grant would increase from $2,000 to $2,100, but the number of awards would decline from 2.82 million to 2.02 million as the result of a proposed eligibility ceiling that would affect most federal financial-aid programs. Some 574,000 fewer students would receive awards, according to budget documents.

College officials noted last week that approximately half of the nation's 12 million postsecondary students now receive some form of federal financial aid.

Eligibility Caps

Under the Administration's plan, students from families with annual incomes above $25,000 would be barred from receiving Pell Grants, direct loans, or work-study employment. Students from families earning more than $32,500 would not be eligible for Guaranteed Student Loans (G.S.L.).

Under the eligibility cap for the guaranteed loans, some 750,000 to 900,000 middle-income students would not be eligible for the loans, according to the House Education and Labor Committee.

The Administration proposes other changes that would affect banks and not students. The budget calls for reforming G.S.L. payment mechanisms to lenders to reduce windfalls to the banking industry and to eliminate the government's administrative costs. Special allowance payments will cost taxpayers $1.5 billion this year, budget documents say.

The special allowance, which guarantees lenders a specific rate of return, is built into the program to make it attractive to them to make student loans, said Dennis J. Martin, assistant director of the National Association of Student Financial Aid Administrators. While the yield on those loans has been "higher than conventional loans" and financial-aid officers argue that lenders may be making too much profit, "nobody knows how much is too much," he added.

Mr. Martin said that if the special allowance is cut drastically, from 3.5 percent plus the current T-bill rate to 1.5 percent plus the T-Bill rate as the Adminstration proposes, banks and lending institutions may see the loans as "not profitable and choose not to make them."

Proposals No Surprise

The budget proposals did not come as a surprise to higher-education leaders. Every Reagan budget has called for major changes in financing student aid, either by program budgets or by altering the priorities of the student-aid system established under the Higher Education Act of 1972, which made Pell Grants the primary source of federal student aid.

By making loans and work-study programs—and not federal grants—the primary source of aid, the Administration has sought to make students and their families assume a greater proportion of the expense of college-going.

The President's proposals have not been well received by the Congress, however. A study by the College Board indicates, for example, that funding for Pell Grants, although lagging behind inflation, has increased by 16.2 percent since 1980-81, while support for work-study programs has risen by less than 1 percent during the past four years.

Gary L. Jones, who led last week's press conference as acting secretary of education, asserted that because higher education escaped serious cuts in past years, it was hit harder this year than were programs for elementary and secondary education.

He also said the Administration "assumed that students have funds" and that, in the improved economy,

Continued on Page 13

DATABANK

Proposed 1986 Budget for Education

	1984 Appropriation	1985 Appropriation	1985 Revised Request	1986 President's Budget
	(in thousands)			
COMPENSATORY EDUCATION FOR THE DISADVANTAGED				
Grants for disadvantaged (Chapter 1):				
Grants to local education agencies	$3,003,880	$3,200,000	$3,200,000	$3,200,000
State agency programs:				
Migrants	258,024	264,524	264,524	222,976
Handicapped	146,520	150,170	150,170	150,170
Neglected and delinquent	32,616	32,616	32,616	32,616
State administration	34,414	35,607	35,607	35,607
Evaluation and technical assistance	4,746	5,246	5,246	5,246
Total, Chapter 1	**3,480,000**	**3,686,163**	**3,686,163**	**3,646,615**
Migrant education:				
High school equivalency program	6,300	6,300	6,300	—
College assistance migrant program	1,950	1,200	1,200	—
Total, migrant education	**8,250**	**7,500**	**7,500**	**—**
TOTAL, compensatory education programs	**3,488,250**	**3,693,663**	**3,693,663**	**3,646,615**
IMPACT AID				
Maintenance and operations:				
Payments for 'a' children	457,700	513,000	513,000	513,000
Payments for 'b' children	77,600	130,000	130,000	—
Special provisions	20,000	22,000	22,000	20,000
Disaster assistance	25,000	10,000	10,000	10,000
Construction	20,000	20,000	20,000	—
TOTAL, impact aid	**600,300**	**695,000**	**695,000**	**543,000**
SPECIAL PROGRAMS				
Improving School Programs (Chapter 2):				
State block grants	450,855	500,000	500,000	500,000
Secretary's discretionary fund:				
Inexpensive book distribution	6,500	7,000	7,000	7,000[1]
Arts in education	2,125	3,157	3,157	3,157[1]
Alcohol and drug abuse education	2,850	3,000	3,000	3,000[1]
Law-related education	1,000	2,000	2,000	2,000[1]
Other discretionary funds	16,280	16,752	16,752	16,752
Subtotal, Secretary's discretionary fund	**28,755**	**31,909**	**31,909**	**31,909**
Total, Chapter 2	**479,450**	**531,909**	**531,909**	**531,909**
Other Special Programs:				
Science and mathematics education:				
State grants	—	90,100	90,100	90,100
Secretary's discretionary fund	—	9,900	9,900	9,900
Excellence in education	—	5,000	—	—
Magnet Schools	—	75,000	—	—
Women's educational equity	5,750	6,000	6,000	—
Training and advisory services (Civil Rights IVA)	24,000	24,000	24,000	16,000
Follow through	14,757	10,000	10,000	—
Chicago desegregation activities	—[2]	—	—	—
Territorial teacher-training assistance	1,000	2,000	2,000	—
General assistance for the Virgin Islands	1,920	2,700	2,700	—
Ellender fellowships	1,500	1,500	1,500	—
TOTAL, special programs	**526,357**	**756,109**	**679,109**	**647,909**
INDIAN EDUCATION				
Payments to local educational agencies and non-LEAs	50,900	50,329	50,323	50,323
Special projects for Indian students	12,000	11,760	11,760	11,760
Special projects for Indian adults	3,000	2,940	2,940	2,940
Program administration:				
Salaries and expenses	2,700	2,156	2,156	2,051
National advisory council	160	225	225	219
TOTAL, Indian education	**68,760**	**67,494**	**67,494**	**67,293**
BILINGUAL EDUCATION				
Grants to school districts	89,567	99,230	95,099[3]	104,165
Training grants	32,610	26,500	33,566[1]	24,000
Support services	13,352[4]	11,535	10,600[1]	11,100
Vocational training	3,696	3,696	3,696	3,696
Emergency immigrant education	30,000	30,000	—	—
TOTAL, bilingual education	**169,215**	**172,961**	**142,961**	**142,961**
EDUCATION FOR THE HANDICAPPED				
Education for the handicapped:				
State assistance:				
State grant program	1,088,875	1,135,146	1,135,146	1,135,146
Preschool incentive grants	26,330	29,000	29,000	29,000
Special purpose funds:				
Deaf-blind centers	15,000	15,000	15,000	12,000
Severely handicapped projects	4,000	4,300	4,300	4,300
Early childhood education	21,100	22,500	22,500	22,500
Secondary and transitional services	6,000	6,330	6,330	6,330
Postsecondary programs	5,000	5,300	5,300	5,300
Innovation and development	15,000	16,000	16,000	16,000
Media services and captioned films	14,000	16,500	16,500	16,500
Regional resource centers	5,700	6,000	6,000	6,000
Recruitment and information	1,000	1,025	1,025	1,025

	1984 Appropriation	1985 Appropriation	1985 Revised Request	1986 President's Budget
	(In thousands)			
EDUCATION FOR THE HANDICAPPED (continued):				
Special education personnel development	55,540	61,000	61,000	60,000
Special studies	3,055[5]	3,170	3,170	2,000
TOTAL, education for the handicapped	**1,240,660**	**1,321,270**	**1,321,270**	**1,265,100**
REHABILITATION SERVICES AND HANDICAPPED RESEARCH				
Rehabilitative services:				
Basic state grants	1,037,800	1,100,000	1,100,000	1,100,000
Special purpose funds:				
Client assistance	9,000	6,300	6,300	6,300
Service projects	27,900	32,800	32,800	29,300
Independent living	19,400	27,000	27,000	22,000
Training	22,000	22,000	22,000	15,000
Helen Keller National Center for Deaf Blind Youth and Adults	4,000	4,200	4,200	4,200
National Institute for Handicapped Research	36,000	38,000	39,000	38,000
Evaluation	2,000	2,000	2,000	600
TOTAL, rehabilitation services	**1,158,100**	**1,233,300**	**1,233,300**	**1,216,400**
VOCATIONAL AND ADULT EDUCATION				
Vocational education:				
State programs:				
Basic grants	568,900	568,900	684,500[6]	716,136
Consumer and homemaker education	31,633	31,633	31,633[6]	—
State councils	7,000	7,000	7,000	7,000
National programs:				
Research	5,935	5,935	5,935[6]	0.178
Demonstrations	570	—	—[6]	—
Data Systems	2,243	2,243	2,243[6]	2,000
Permanent Appropriations	7,161	7,148	7,148	7,148
Expired Programs:				
Program improvement and supportive services	99,590	99,590	—[6]	—
Special programs for the disadvantaged	14,356	14,356	—[6]	—
State planning	3,588	3,588	—[6]	—
Subtotal, vocational education	**738,945**	**738,462**	**738,462**	**738,462**
Adult education	100,000	100,000	100,000	100,000
TOTAL	**838,945**	**838,462**	**838,462**	**838,462**
STUDENT FINANCIAL ASSISTANCE				
Pell grants:				
Academic program	2,800,000	3,225,000	3,325,000	2,691,600
Shortfall	—	250,000	250,000	—
Subtotal, Pell Grants	**2,800,000**	**3,575,000**	**3,575,000**	**2,691,600**
Supplemental opportunity grants	375,000[7]	412,500	412,500	—
Work study	555,000[7]	592,500	592,500	650,000
Direct loans:				
Capital	161,000	190,000	190,000	—
Teacher cancellations	19,800	25,000	25,000	28,000
Subtotal, direct loans	**180,800**	**215,000**	**215,000**	**28,000**
State student incentive grants	76,000	76,000	76,000	—
TOTAL, student financial assistance	**3,986,800**	**4,871,000**	**4,871,000**	**3,369,600**
GUARANTEED STUDENT LOANS				
Guaranteed student loan program	2,253,740	3,077,977	3,077,977	2,714,482
Supplemental for 1985 costs	—	—	277,000	—
Supplemental for 1984 costs	—	—	387,747	—
TOTAL, Guaranteed Student Loans	**2,253,740[8]**	**3,077,977[9]**	**3,742,823[6]**	**2,714,482**
EDUCATIONAL RESEARCH AND STATISTICS				
National Institute of Education	48,231	51,231	51,231	51,231
National Center for Educational Statistics	8,747	8,747	8,747	8,747
TOTAL	**56,978**	**59,978**	**59,978**	**59,978**
LIBRARIES				
Public library services	85,000	75,000	75,000	—
Interlibrary cooperation	15,000	18,000	18,000	—
Training and demonstrations:				
Library career training	640	640	640	—
Library research and demonstrations	240	360	360	—
Research libraries	6,000	6,000	6,000	—
Public library construction	—	25,000	25,000	—
TOTAL	**86,880**	**125,000**	**125,000**	**—**
DEPARTMENTAL MANAGEMENT				
Salaries and Expenses:				
Postsecondary education	77,863	82,058	81,039	78,342
Other education programs	57,991	60,100	59,765	56,700
Office for Civil Rights	44,396[10]	45,00	44,459	42,938
Office of the Inspector General	14,961[11]	15,312	15,312	14,837
Executive direction	97,151	100,467	98,223	84,525
Education and Research Overseas:				
Rehabilitation research	—	—	—	—
Education activities overseas	1,333	—	—	—
TOTAL, departmental management	**293,515**	**302,987**	**298,798**	**277,342**
TOTAL, EDUCATION DEPARTMENT	**15,441,482**	**17,986,118**	**18,457,026**	**15,546,314**

[1]The 1986 budget proposes appropriation language to remove the legal requirement to fund these activities at specific dollar levels.
[2]$30,000 thousand from unobligated balances in the Guaranteed Student Loan account are available for this activity. This is no new budget authority, and therefore is not included in the total for this account.
[3]Reflects adjustment to carry out new law. These changes do not require legislative action.
[4]Adjusted for comparability. Excludes $150 thousand for the National Advisory Council and data processing services, which are transferred to Salaries and Expenses Program Administration in 1985.
[5]Adjusted for comparability. Excludes $46 thousand for data processing services, which are transferred to Salaries and Expenses Program Administration in 1985.
[6]Reflects adjustment to carry out new law. These changes do not require legislative action.
[7]Adjusted for comparability. Includes $5,000 thousand appropriated under Higher Education.
[8]Adjusted for comparability. Excludes $1,380 thousand for student loan collectors, which are transferred to Salaries and Expenses Program Administration in 1985. Also excludes $1,500 thousand for data processing services, which are transferred to Salaries and Expenses in 1986.
[9]Adjusted for comparability. Excludes $1,500 thousand for data processing services, which are transferred Salaries and Expenses in 1986.
[10]Excludes $5,000 thousand transferred from the Office for Civil Rights to Howard University by the Second Supplemental.
[11]Excludes $1,972 thousand obtained from uncollected services.
Source: *U. S. Education Department*

Continued from Page 12

parents could do more to support their children's education instead of choosing to "buy cars" or to spend on nonessentials.

But the college officials who gathered outside said parents' and institutions' financial resources have already been stretched to the limit. They argued that the Administration's proposals would jeopardize economic growth and abandon a federal commitment to educational opportunities that began in the 1960's when government support for postsecondary education shifted from categorical grants and institutional funding to aid given directly to students.

The Reagan Administration is "speaking with a forked tongue," said Mr. Atwell, the A.C.E. president.

On the one hand, he said, the Administration is talking about "national growth, security, and American competitiveness," but at the same time it is undermining those goals with proposals to slash student aid and terminate programs including graduate fellowships, foreign-language studies, and support for research libraries.

The budget also seeks to eliminate the $13-million Fund for the Improvement of Postsecondary Education, a competitive-grant program for colleges and universities that has in recent years placed increasing emphasis on funding innovative teacher-training programs.

Proposals Termed Unfair

The proposals to place caps on financial aid were called unfair and unrealistic by the higher-education officials and some Congressional leaders.

John Phillips, executive director of the National Association of Independent Colleges and Universities, released a study by his group's research division indicating that more than one-fourth of all aid recipients at private institutions would have their aid reduced by an average of $1,585 under the $4,000 cap proposed by the Administration.

The study found that 43 percent of students from families earning less than $6,000 would lose $1,180 per year, and that 40 percent of families earning between $6,000 and $18,000 would have their aid cut by between $1,276 and $1,969.

Mr. Phillips said that "any income cutoff is unfair," particularly to families with more than one child enrolled in college.

He said that even a Congressman who earns much more than the proposed $32,500 ceiling for National Direct Student Loans might have trouble putting one or two children through school if they attended private institutions.

Mr. Martin of the financial-aid administrators' group said that students from families earning $15,000 who attend either a public or a private school would see Pell Grant aid cut from $1650 to $950 if the cap and eligibility changes are enacted.

Senator Robert T. Stafford, Republican of Vermont, chairman of the Senate education subcommittee, called the income cap on the G.S.L. program and the $4,000 maximum federal-aid limit "ludicrous."

"Our middle-income families have not asked for a free ride from the federal government, only limited assistance which the student will repay after leaving school," he said. "Without it, many students will be unable to attend the school of their choice or attend college at all."

Representative Augustus F. Hawkins, Democrat of California and chairman of the House Education and Labor Committee, said the proposed cuts and cutoffs are "not sensible" and will hurt families that are not in high income brackets or that have two or more children.

Changing Congressional Mood

But he expressed concern that the Congress, which has rejected proposed cuts in financial-aid programs in the past, was changing its attitude because of concern about containing costs. He said he was especially worried about procedural arrangements promoted by Republican leaders that could force the budget to be considered as one omnibus cost-cutting package.

According to Mr. Hawkins, there is a "better-than-equal chance" now that the Congress will enact some cuts. But he predicted the public would react harshly to changes in financial-aid programs.

Group Rejects 'Top-Down' Reforms

Continued from Page 6

students, according to the statement.

"If good teachers are key to reform in our schools, they must have the autonomy commensurate with the responsibility," the statement reads.

The network recommends that teachers spend more time observing and discussing curriculum and pedagogy with other teachers, writers, and various experts in their field; be granted periodic sabbaticals; and be given easy access to available technology, such as up-to-date collections of curriculum materials, books, films, and computer software.

Consideration also should be given to reducing rather than increasing the number of class hours of actual student-teacher contact, the network maintains in the statement, in order to increase the time available for both independent planning and study.

Old-Fashioned Discipline

Also the network rejects the notion that a return to "good old-fashioned discipline" will improve education.

"The common wisdom is that there is a general laxness in classroom and school discipline . . . and that students will learn only if forced to do so," the position paper states, but it adds that "neither of these claims can be supported by evidence."

"A visit to almost any local elementary or secondary school will confirm that students' behavior is carefully monitored and directed throughout the school day," it notes. "There is no absence of tight adult control in American schools—to the contrary, students almost never participate in curriculum decisions, ask few questions in class, and rarely are expected to take the initiative for their own learning."

According to the network statement, an "engaging pedagogy and democratic class discipline are at the heart of school reform."

"Arbitrary control and a pedagogy that emphasizes passive reception of knowledge are not only inappropriate preparation for democratic citizenship, but are ideal ways to discourage interest and achievement," the statement concludes.

For more information, write Mr. Berlak at Washington University, Campus Box 1183, St. Louis, Mo. 63130; or call (314) 889-6766.

Reagan's 1986 Budget Asks $15.5 Billion for Education Department

Continued from Page 1

lion in elementary and secondary programs; $30 million in immigrant education; $59.8 million in higher education; and $4.2 million in the departmental-administration budget.

The budget also requests $665 million more in fiscal 1985 funds to cover costs in the Guaranteed Student Loan program.

The Congress appropriated $17.6 billion for the Education Department in fiscal 1985; the President had requested $15.5 billion.

Budget Details

The new budget would slash spending for financial aid to college students from $8.6 billion in fiscal 1985 to $6.3 billion. It would limit grant aid to students from families with incomes of under $25,000; limit direct loans to students from families whose income is below $32,500; and impose a cap of $4,000 per student on federally subsidized aid. (See related story on page 1.)

While spending for the biggest precollegiate-education programs would be for the most part frozen, the President is asking for a deep cut in federal school-lunch subsidies, which would eliminate subsidies to children from middle-income families. The total child-nutrition budget would fall from $3.8 billion to $3.43 billion in fiscal 1986.

Under Mr. Reagan's plan, spending for elementary- and secondary-education programs would rise to 46 percent, from 40 percent in the 1985 forecast, of the department's total budget; the proportion for higher education would fall from 49 percent to 42 percent.

Following are budget highlights for preschool, elementary, and secondary education; most of these funds would be spent in the 1986-87 school year:

• **Compensatory Education:** Chapter 1 grants to state and local educational agencies for disadvantaged elementary-school students would be cut by $41 million, to $3.65 billion.

Grants to L.E.A.'s—which are distributed on the basis of a statutory formula—would remain at $3.2 billion, while money earmarked for state aid to migrant-education programs would be cut from $264 million to $223 million.

Migrant students would be ineligible if they remained in one place for more than two years, instead of the current five. This change would have to be approved by the Congress.

The Administration also requests rescissions from the fiscal 1985 budget of $30 million—to terminate the emergency immigrant-education program—and about $7.5 million to eliminate the high-school-equivalency program for migrants and the college-assistance migrant program.

• **Head Start:** Fiscal 1986 spending for this program, administered by the Department of Health and Human Services, would be frozen at its current level of $1.075 billion. The Congress had reauthorized the program at $1.2 billion for fiscal 1986.

The Administration estimates that handicapped children will constitute about 10 percent of the projected 448,250 children served under the program.

• **Chapter 2 and Special Programs:** Funding for education block grants to states and for the Secretary's discretionary fund would remain at $532 million. Also frozen is the $100-million fund for improving science and mathematics education.

The new budget would eliminate a number of small programs, including the $75-million magnet-schools program and the $5-million excellence-in-education fund, which were funded by the Congress last year. In addition, no funds were requested for two other new programs approved by the Congress last year, the Talented Teachers Act and the school administrators' training program.

At the briefing last week, Mr. Jones said that magnet schools were eligible for Chapter 2 funds.

Other programs targeted for elimination are Women's Educational Equity, aid to the Virgin Islands, Territorial Teacher Training, Ellender Fellowships to bring pupils to the District of Columbia to show them how government works, and Follow Through. Money for civil-rights technical assistance under Title IV of the Civil Rights Act of 1964 would be cut from $24 million to $16 million.

• **Special Education:** Grants to states that qualify for funds to provide appropriate education for handicapped students would remain frozen at $1.16 billion. This includes $29 million in preschool incentive grants, which states may use for children from birth to age 5.

To qualify for grants, a state must submit to the Education Department an acceptable plan for the development and use of individualized education programs. The programs must provide services not only to students ages 6 to 17 but also ages 3 to 5 and 18 to 21, according to budget documents.

Total budget authority for special-education services would fall from $1.32 billion to $1.30 billion.

• **Bilingual Education:** The funding level for bilingual-education programs would be frozen at $143 million, although the department estimates that the number of children served would increase by 19,736, to 225,987. To meet those needs, budget documents note, basic-grants funds would be increased from $95 million to $104 million.

Training grants would be cut, however, by $9.6 million, to $24 million, because of "research findings which indicate that the demand for new bilingual-education teachers is far less than previously believed," according to budget-briefing material prepared by the Education Department.

According to the briefing paper, the department will ask the Congress to remove the current ceiling on funding for "alternative approaches to bilingual education, such as English-as-a-second language and immersion"; these approaches were first authorized in the new Bilingual Education Act passed by the Congress last year.

• **Vocational Education:** Although the Congress authorized $950 million for vocational-education programs for fiscal 1985, the new budget does not ask for a supplemental appropriation but requests a freeze for next year in the current $738-million budget level.

The budget proposal would eliminate the consumer- and homemaker-education program and transfer the $32 million earmarked for those activities into the $716-million account for basic grants.

• **Impact Aid:** Once again, the Reagan Administration is seeking to eliminate $130 million in category "B" payments. This money goes to school districts in which parents live or work at federal installations.

The total budget request for impact aid is $543 million, a reduction of $152 million from the current $695 million.

• **Educational Research:** The Administration proposes freezing the 1986 budgets of the National Center for Education Statistics and the National Institute of Education at their current levels.

The N.C.E.S. would receive $9 million.

The N.I.E., which will award competitive grants to eight new educational laboratories and 11 new research centers this year, would receive $51 million in fiscal 1986.

The $125-million public-library program is slated for elimination in fiscal 1986. The program pays for library construction and services, librarian-training services, and research-library services.

The proposal would also cut the budget of the National Assessment of Educational Progress from $5.4 million to $4 million.

• **Office for Civil Rights:** The new budget asks for a $541,000 rescission in the office's $45-million budget for fiscal 1985, and requests $43 million for fiscal 1986.

In other department offices, the budget would cut the number of full-time-equivalent positions at the Education Department by 261, to 4,579. That reduction would bring the department's overall staff decrease to 38.2 percent of its January 1981 level.

Other Programs

• **Nutrition Programs:** The Administration seeks to eliminate school-lunch subsidies for students from middle-income families—those with incomes "exceeding 185 percent of the poverty level," according to the proposed legislation. (In 1983, the Census Bureau's weighted-average poverty line for households of four was $10,178.)

The total child-nutrition budget would fall from $3.8 billion to $3.43 billion.

The proposed legislation "will better target nutrition benefits to needy children by discontinuing subsidies to high-income students [and] moderate meal-subsidy increases," the Administration argues.

But an advocacy group, the Food Research and Action Center, charged that the "the [federal] subsidy for paid meals helps to keep the price low enough so that moderate-income students can continue to participate in the program." The new cuts, if enacted, would, along with cuts passed in 1981, cause at least 5 million students to drop out of the school-lunch program, FRAC estimates.

The budget of the nutritional program for women, infants, and children would rise to $1.51 billion from $1.45 billion.

• **National Endowment for the Humanities:** The budget of the agency headed until last week by Mr. Bennett would suffer a $13.5-million cut in fiscal 1986, dropping to $126 million from $139.5 million, according to the President's request. The fiscal 1984 appropriation was $140 million.

The new proposal includes a reduction of about $2 million from the $7.3 million now earmarked for humanities instruction in elementary and secondary schools. On the other hand, support for summer seminars for secondary-school humanities teachers would increase from $3 million to $3.6 million.

• **National Endowment for the Arts:** The Administration would cut the budget from $163.7 million to $144.5 million.

The account that funds the bulk of the endowment's projects would be reduced by $16.5 million, to $132.2 million from $148.7 million.

• **Job Training:** The budget for programs authorized by the Job Training Partnership Act would fall from about $3.7 billion to $2.8 billion.

This includes an attempt to phase out the Job Corps program and a $100-million rescission in the summer youth employment and training program. The summer program would receive $724.5 million under Mr. Reagan's plan.

The Administration also seeks to eliminate the Targeted Jobs Tax Credit, which gives employers tax credits for employing disadvantaged youth; it is due to expire Dec. 31 of this year.

• **Immunizations:** The budget of the immunization program, administered by the Centers for Disease Control and aimed at eliminating a number of childhood diseases as public-health problems, would hold steady at $54.3 million.

Other Revenue Losses

According to Dena G. Stoner, legislative director of the National School Boards Association here, public schools may lose far more than the Education Department's freezes in elementary- and secondary-education spending may indicate.

"Everywhere you look in the budget, we've been smacked," Ms. Stoner said, noting that there are several "hidden" provisions in the proposed budget that would further reduce money available to local school districts.

Among the relevant proposals, she said, are plans to change the payment rate to states on federal forest receipts and mineral-leasing rights; a portion of the money states receive from these programs goes to education, she pointed out.

The Administration also proposes to eliminate the federal revenue-sharing program. In fiscal 1983, the latest year for which data are available, states received $4.6 billion in revenue-sharing funds, of which $372.9 million was spent on education, the Census Bureau estimates. Most of the revenue-sharing money is used for public safety.

E.P.A. Delays Ban on Mining, Use of Asbestos

Continued from Page 1

According to Mr. Barnes, a little-known clause in the Toxic Substances Control Act of 1976 requires the agency to send a report to both the Occupational Safety and Health Administration and the Consumer Product Safety Commission detailing the health risks associated with asbestos that the E.P.A. has discovered. Only if those agencies cannot or will not address the problem under their own legal authority can the E.P.A. go ahead with its own rule-making procedure, Mr. Barnes said.

The interagency review could also affect the E.P.A.'s other regulatory projects regarding asbestos, according to Elizabeth LaPointe, a staff member in the office of toxic substances. Ms. LaPointe said that possible standards to protect school-maintenance workers who clean up asbestos, along with the whole range of potential asbestos regulations, are being considered in light of the interagency requirement.

The agency contends that the interagency review, which it has never used before, is required by federal law to prevent duplicative regulatory efforts. But several union officials and a member of the Congress have suggested that the E.P.A. may be engaged in delaying tactics because it would prefer not to address the problem of asbestos in schools.

Asked why it took the agency so long to discover the review requirement, David Ryan, an agency spokesman, said that "it's just one of those things." Mr. Barnes made a similar statement at the press conference.

Meanwhile, in response to the E.P.A.'s statement in November that it would not make substantial changes in its existing regulations regarding asbestos in schools, the Service Employees International Union has renewed a lawsuit seeking to force the agency to issue more exacting rules governing asbestos hazards in schools. *(See related story on page 11.)*

William K. Borwegen, a health specialist for the S.E.I.U., and Peg Seminario, a health specialist for the A.F.L.-C.I.O., have suggested that the White House's budget office is behind the E.P.A.'s most recent actions and that budget officials want to give the agency a way to back out of its plans to ban asbestos.

Edward Dale, a spokesman for the O.M.B., said that his agency has studied the E.P.A.'s proposed ban on asbestos but has not yet disclosed its views. He declined to comment on accusations that the O.M.B. has encouraged the E.P.A. to put off the ban because it is too expensive.

It is not clear whether the E.P.A. will give the consumer-safety commission or OSHA the option of instituting the ban themselves or just what regulatory proposals related to asbestos the two agencies could or should take over.

Requirement Debated

At the press conference, the E.P.A. distributed a memorandum from its acting general counsel, Gerald H. Yamada, in which he wrote that the other two federal agencies by law should be given the first opportunity to regulate the use of asbestos.

But Ben Everidge, a spokesman for Representative James J. Florio, Democrat of New Jersey, said that asking the other two agencies to

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PROCEDURES

A ranking system that will categorize schools on the basis of the degree of asbestos hazard they contain is part of new guidelines released by the Environmental Protection Agency for schools seeking federal funds to help pay for removal.

See Page 9.

PARADOXES

In its struggle to harmonize an ancient culture with modern technology and values, Japan is reassessing an educational system that has made it the most literate nation in the world and a dominant force in the international marketplace. For the first reports in a three-part series on "Schooling in Japan":

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EDUCATION WEEK

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Science Teachers' Group Readies Plan To Offer Own Certification

By Lynn Olson

To stem what it terms the "blatant" use of unqualified science teachers, the country's largest organization of science educators is planning to issue its own certification credential.

Possibly as soon as 1986, teachers would be able to apply for the new professional certification from the National Science Teachers Association in addition to their state teaching certificate.

According to Bill G. Aldridge, executive director of the N.S.T.A., the standards that would be required for the professional certificates could not be met by up to 70 percent of today's high-school science teachers and 90 percent of current elementary-school teachers.

The unprecedented step is necessary to combat the current "exceedingly low" standards for science teachers in many states, Mr. Aldridge said. It could also reverse the trend toward assigning underprepared teachers to science classes as student enrollments drop and graduation standards for high-school science courses increase, he added.

The N.S.T.A. is asking the country's other major science-education groups—including the National Association of Geology Teachers, the National Association of Biology Teachers, the American Association of Physics Teachers, and the American Chemical Society—to join it in the proposed certification plan. Those organizations have their own suggested standards or guidelines for the preparation of teachers. The N.S.T.A.'s standards for teacher training, which will form the basis for the certification requirements, were adopted by the organization's board of directors in 1983 and 1984.

NCATE's Standards

The standards required for the proposed professional certificates already carry strong endorsement. The National Council for Accreditation of Teacher Education, whose influence shapes the requirements of teacher-training institutions, has decided to use those same standards to approve teacher-education programs beginning in 1986, according to Richard C. Kunkel, ex-

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BENJAMIN BOSLETT

Bill G. Aldridge

Bennett Maintains Higher Standards Benefit the Poor

Says Reform Must Focus On the 'Neediest' Pupils

By James Hertling and Alina Tugend

WASHINGTON—Secretary of Education William J. Bennett said last week that raising academic standards may increase the nation's dropout rate, but he maintained that the excellence movement is "properly directed" since its main beneficiaries are intended to be the economically and educationally disadvantaged.

"Those who do not have the advantages of the wealthy . . . are the people who need good teaching the most," Mr. Bennett said in an interview. "They are the people who need standards the most, not for purposes of punishment, but for purposes of aspiration, for internalizing those standards."

Transcript of interview on page 35

Mr. Bennett said it is inevitable that some students will fail, "because if you have standards, and honest standards, that means you will have failure, but failure at one point in time in the system is not failure forever."

The new Secretary said he has not yet determined what the federal government might do to help stem the rising dropout rate, which averages nearly 30 percent, but he suggested that the department would examine schools that have instituted effec-

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Groups Press Parent-Control Campaign, Get High-Level Support

By Anne Bridgman

WASHINGTON—William J. Bennett, in his first news conference as Secretary of Education, last week said he supported Education Department regulations that give parents more control over controversial topics taught in the public schools.

"It's not hard, if you look at the last 15 years of education, to understand why parents are distressed about things that are going on in the schools," the new Secretary said. "I think that parents will give the schools a fair amount of room to maneuver, but parents have been burned. Parents have seen and looked at materials their kids have brought home from school and have gotten upset. I think in many cases they are very justified."

Mr. Bennett said he did not support the efforts of education organizations to overturn the regulations, which were developed by the department last fall to handle complaints filed under the Hatch Amendment of 1978. That law guarantees the right of parents to inspect federally financed instructional materials used with experimental teaching methods.

"If I were a parent with a child in school," he added, "I would take a very close look at what my son was being asked to study, because there are a lot of things in schools that, in my judgment, don't belong there."

Mr. Bennett's remarks came as parents' groups across the country were distributing a "model" letter to school districts demanding compliance with the Hatch Amendment regulations.

'Model' Letter

The letter, distributed to some 250,000 parents by the Maryland Coalition of Concerned Parents on Privacy Rights in Public Schools, Phyllis Schlafly's Eagle Forum, and a number of other conservative groups, asks that districts seek parents' written consent before raising for classroom discussion any one of 34 topics, ranging from alcohol and drugs to student diaries or journals.

Meanwhile, the Secretary's comments and the distribution of the letter have

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From War-Torn Nations to 'Newcomer' School

By Alina Tugend

SAN FRANCISCO—El Salvador. Ethiopia. Cambodia. Nicaragua. Vietnam. War-battered countries where children who can't read know how to assemble machine guns in seconds.

Millions flee such countries every year, some simply escaping, others looking for what they hope will be a better life. And a handful of those refugees arrive in San Francisco, a heterogeneous city in which 48 percent of the public-school system's 63,000 students do not speak English at home and 29 percent are deemed less than proficient in English. Many are illiterate in their native tongues.

In 1979, this city established Newcomer High School—a one-year program devoted to teaching refugee students ages 14 through 17 who have less than eight years of education. It was a response both to the world political situation—the influx of Southeast Asian boat people and the fall of the Somoza regime in Nicaragua—and to changes in the school system itself.

"In 1979, Superintendent [Robert] Alioto redesigned the junior high and high-school system," recalls Paul Cheng, principal of the school. "Ninth grade was moved into high school and the impact was enormous; all the high schools became extremely overcrowded." Although every major high

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ALINA TUGEND

Rosa Martinez, 18, of El Salvador

IN SUMMARY

Merit Pay Under Attack
Florida's two teachers' unions have filed suits to prevent the state from implementing a new merit-pay program that they charge is unfair and in violation of bargaining laws. **Story on Page 6.**

Forging a Stronger Link
The final report of a three-year study of the nation's colleges calls for more coherence in the undergraduate curriculum in order to strengthen the baccalaureate and set clear goals for schools. **Story on Page 7.**

Preschool Education
The High/Scope Foundation, which has studied the impact of early education on disadvantaged children, will coordinate a 31-country study of education for 4-year-olds. **Story on Page 8.**

War on Drugs
More than 2,800 arrests have been made in New York City's program to combat drug abuse among youths, and the program is being expanded to cover an additional 156 schools. **Story on Page 8.**

The Worst Shall Be First
Schools will receive federal funds to correct asbestos problems on the basis of an Environmental Protection Agency system of ranking the degree of hazard they pose. **Story on Page 9.**

Compromise on Student Aid Cuts?
Congressional opposition may compel the Education Department to revise proposed eligibility requirements for college scholarships and loans, an official says. **Story on Page 9.**

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FORUM
"Tracking the Reforms, Part 2: Teacher Incentive Programs: The Shifting Debate," Education Commission of the States. **Statement on Page 38.**

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THE WEEK

FEDERAL

Senate Committee Drops Possible Probe Of Research Agency

The Senate Labor and Resources Committee, with a busy schedule and a limited number of employees, is unlikely to investigate charges of mismanagement and corruption at the National Institute of Education, the research arm of the Education Department, committee aides said last week.

A department investigation of N.I.E. last year exonerated its director, Manuel J. Justiz, of major allegations. But Mr. Justiz was reprimanded by former Secretary of Education Terrel H. Bell for breaking federal travel and telephone regulations. *(See Education Week, Dec. 12, 1984.)*

At the time, the Senate committee weighed an investigation of N.I.E. contract and hiring practices.

But the panel has only one Republican investigator with an assistant and a number of other, more pressing oversight responsibilities—such as an investigation into alleged labor racketeering—said Howard A. Matthews, a staff member.

The committee chairman, Senator Orrin G. Hatch, Republican of Utah, wants to avoid a "post-mortem" of Mr. Bell's tenure at the department and avoid duplicating a study on possible reorganization of the department by the new Secretary, William J. Bennett, according to Mr. Matthews. That study is expected to include an examination of the N.I.E.

Rights Chief Predicts End to Quotas, Goals In Affirmative Action

The Reagan Administration's top civil-rights official has predicted that race-conscious affirmative-action plans will soon be a thing of the past.

"It will not be long before we will be able to put behind us for good court-ordered 'affirmative action' in the form of racial quotas, goals and timetables, or minority setasides," William Bradford Reynolds, head of the Justice Department's civil-rights division, said in a Feb. 9 speech.

In addressing a Florida Bar group meeting in Miami, Mr. Reynolds said the change was signaled in the U. S. Supreme Court's decision last year in *Firefighters Local Union No. 1784* v. *Stotts*, which he called "a victory for all Americans."

In *Stotts*, the Court ruled last June that federal judges could not interfere with a legitimate seniority system—established by a consent decree—in order to protect blacks from being laid off from the Memphis fire department. The Justice Department, Mr. Reynolds said, recently completed a review of all the settlements it has entered into in employment-discrimination cases with an eye toward modifying them to conform with its interpretation of the *Stotts* decision.

Later in the speech, Mr. Reynolds suggested that the federal government "dispense entirely" with Equal Employment Opportunity Commission guidelines requiring all federal agencies to submit annually to the commission documents outlining their hiring goals for minorities and women.

William J. Bennett, the new secretary of education, came under fire in some quarters of the Congress for refusing to comply with the guidelines during his tenure as chairman of the National Endowment for the Humanities.

NATIONAL

Education Reports Have Neglected 'Human' Factors

Most of the national reports on elementary and secondary education in America have neglected to address the "human and social factors" that affect children, according to the National Association of Social Workers Inc., whose 100,000 members serve school-age youths.

Summarizing the findings of a national survey of 500 social workers from 30 states, the group argues that "the interpersonal factors which contribute to excellence, and those human and social forces which may interfere with the attainment of excellence for all students have been largely overlooked. We submit that this view, as set forth, guarantees the failure of attempted reforms."

The report, "The Human Factor: A Key to Excellence in Education," outlines major "life forces"—such as teen-age suicide, depression, emotional disturbances, the rise of single-parent families, drug abuse, and child abuse and neglect—that social workers surveyed said constitute the greatest threats to educational excellence.

To overcome them, the report calls for stronger school-community collaboration, strengthened pupil services, increased parental involvement, and an emphasis on early intervention and prevention. The group also urges the development of strategies to overcome "barriers to excellence" erected by families, students, and schools, as well as communities, legislation, and funding patterns.

For information on receiving a copy of the report, contact N.A.S.W. at 7981 Eastern Ave., Silver Spring, Md. 20910.

U.S. Workers Found To Back Pay Equity

Sixty-nine percent of the 1,010 American workers recently polled by the National Committee on Pay Equity, a coalition of women's, civil-rights, and labor groups, said they believe women are not paid as fairly as men, and four out of five of the respondents said they support the concept of pay equity.

The survey, which the group says is the first to isolate views on the issue of pay equity, showed that "grassroots support of pay equity is strong and growing," according to Claudia Wayne, executive director of the Washington-based coalition. The poll was conducted in November by the Boston-based polling firm of Marttila and Kiley Inc.

"The poll shows that women and men care very much about fairness," Ms. Wayne said. "Their voices can no longer be ignored."

Among the survey's other findings: In unprompted responses, both men and women most frequently pointed to discrimination as the primary cause of the wage gap; 83 percent of the respondents said they think the wage gap is a serious problem that should be corrected; and 76 percent said the predominantly female teaching occupation is underpaid.

STATES

Arkansas Lawmakers File Bill To Repeal Teacher-Testing Law

Twenty-four Arkansas legislators have sponsored a bill that would establish a comprehensive teacher-evaluation program and repeal a controversial teacher-testing law that was approved in November 1983.

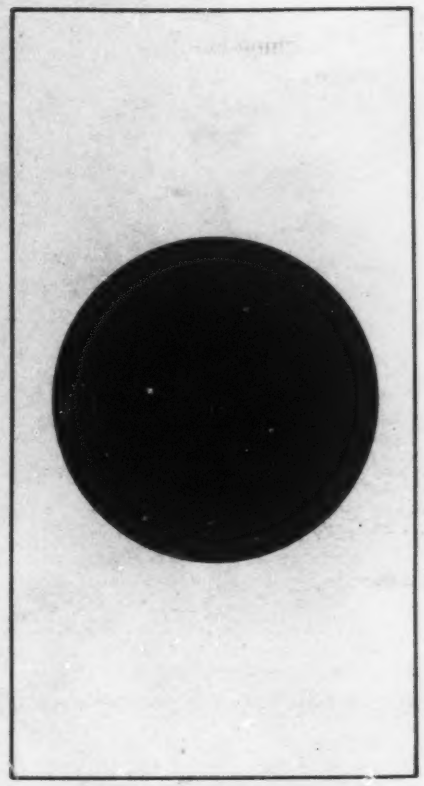
The law, which still has the full support of its initial sponsor, Gov. Bill Clinton, has been under attack by the Arkansas Education Association since it was first proposed.

The A.E.A. has thrown its support behind the new bill, H B 616, which is still in the House Education Committee.

"The sponsors of the legislation are keenly aware that the real test of teachers is whether they can teach and not their performance on a basic-skills test," said Richard A. Nagel, a consultant with A.E.A.

At least 27,000 employees of public schools who hold teaching or administrative certificates are scheduled to take the test, which will be

The Shape Of Japanese Schooling: A Statistical Profile



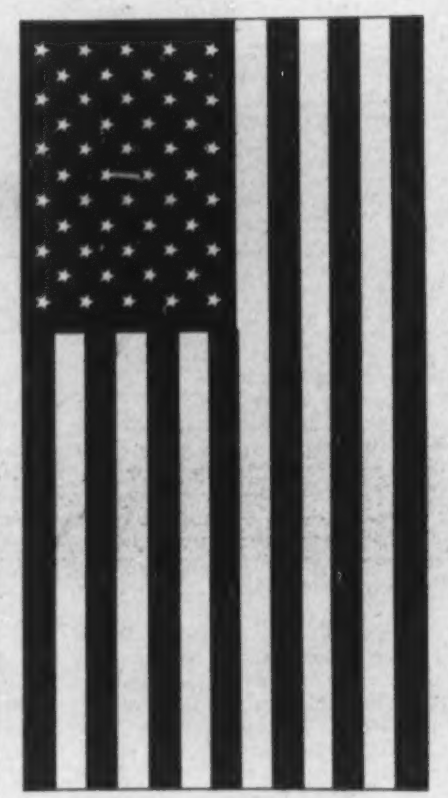
Out of School Activities of Japan High School Seniors By Percentage of Total, 1980

	Total	Male	Female
Hours Per Week on Homework:			
Less than 5	35	37	33
5 to 10	29	24	35
More than 10	36	40	32
At Least Once or Twice a Week:			
Reading for pleasure	29	31	27
Going out on a date	9	9	8
Driving or going for a ride	14	17	9
Reading front page page of newspaper	62	65	67
Everyday activities:			
Visiting with friends at a gathering place	48	49	47
Talking with friends on a telephone	7	4	11
Thinking or day-dreaming alone	25	22	28
Talking with parents about experiences	40	46	33

Source: National Center for Education Statistics

Japan	Characteristic	United States
120 million (1984)	Population	237.2 million (1985)
7.2%	National income spent on schooling (1980)	8.8%
10%	GNP spent on schooling	7%
	Subsidies for education:	
47.3% (1980)	National	6.2% (1984 est.)
28.1% (1980)	State	49% (1984 est.)
24.6% (1980)	Local	44.8(1984 est.)
	Number of public schools:	
24,895	Elementary	59,400*
10,480	Junior High	6,000
4,145	High School	18,000
	Number of private schools:	
169 (1984)	Elementary	17,000
567	Junior High	6,000
4,128	High School	6,000
	Number of pupils:	
16.3 million	Elem., middle	31.2 million
4.9 million	Senior High	13.9 million
240 days	Length of school year	180 days
April to March	School calendar	September to June
34	Average Elementary-school class size	25
64% (1984)	1st graders finishing kindergarten	82% (1980)
90%	High-school completion rate (1983)	72.7%
29.6%** (1984)	College-going rate	52.7% (1983)
	Computers for instruction:	
0.58% (1983)	Elementary	22% (1982)
3.09% (1983)	Junior High	52% (1982)
56.38% (1983)	High School	74% (1982)
	Number of teachers (1984):	
747,606	Elementary	1.36 million
258,626	High School	1.05 million
57 %	Percentage of female teachers (1984)	83 %
$9,500	Teachers' average starting salary	$14,200
$18,000	Teachers' average salary	$22,000
	Number of colleges and universities (1984):	
185 national, 89 local	Public	1,481
769	Private	1,803
2.24 million (1984)	Undergraduate enrollment	10.8 million (1983)
58,607 (1982)	Graduate-school enrollment	1.3 million (1983)
	Graduate degrees conferred (1982):	
14,855	Masters	296,000
3,969	Ph.D.	32,700

*Figure includes middle schools.
**Figure does not include *ronin*. With the 214,000 students who wait out a year or more after high school, the figure is 36.3 percent.



Out of School Activities of U.S. High School Seniors By Percentage of Total, 1980

	Total	Male	Female
Hours Per Week on Homework:			
Less than 5	76	80	71
5 to 10	18	15	21
More than 10	6	5	8
At Least Once or Twice a Week:			
Reading for pleasure	45	39	51
Going out on a date	57	56	57
Driving or going for a ride	60	65	56
Reading front page page of newspaper	69	72	65
Everyday activities:			
Visiting with friends at a gathering place	26	30	22
Talking with friends on a telephone	52	42	60
Thinking or day-dreaming alone	50	42	57
Talking with parents about experiences	22	15	28

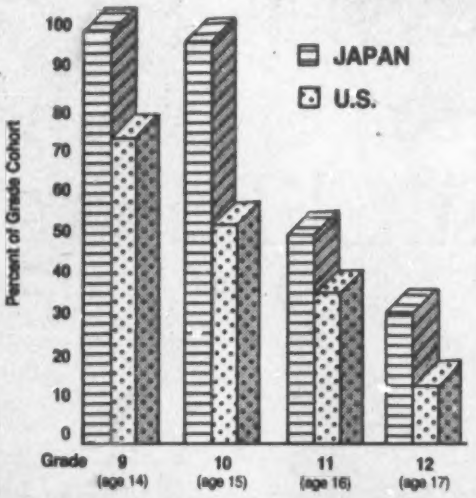
Source: National Center for Education Statistics

Standard Number Of Credits in Upper Secondary Schools

Subject	Standard number of credits
Japanese language:	
Japanese language I	4
Japanese language II	4
Japanese expression	2
Modern Japanese	3
Classics	4
Social Studies:	
Modern society	4
Japanese history	4
World history	4
Geography	4
Ethics	2
Political science and economics	2
Mathematics:	
Mathematics I	4
Mathematics II	3
Algebra and geometry	3
Basic analysis	3
Differentiation and integration	3
Probability and statistics	3
Science:	
Science I	4
Science II	2
Physics	4
Chemistry	4
Biology	4
Earth science	4
Health and physical education:	
Physical education	7-9
Health	2
Arts:	
Music I	2
Music II	2
Music III	2
Fine arts I	2
Fine arts II	2
Fine arts III	2
Handicrafts I	2
Handicrafts II	2
Handicrafts III	2
Calligraphy I	2
Calligraphy II	2
Calligraphy III	2
Foreign language:	
English I	4
English II	5
English II-A	3
English II-B	3
English II-C	3
Homemaking:	
General homemaking	4

Notes:
1. Thirty-five school hours, each of which represents 50 minutes of teaching, yield one credit.
2. Credits in other subjects may be prescribed by the establishing bodies of individual upper secondary schools.

Enrollment in Math Courses By Grade Level



Standard Number of Teaching Hours At Elementary Schools

Subject	Hours per Year 1st year	2nd year	3rd year	4th year	5th year	6th year
Japanese language	272	280	280	280	210	210
Social studies	68	70	105	105	105	105
Arithmetic	136	175	175	175	175	175
Science	68	70	105	105	105	105
Music	68	70	70	70	70	70
Drawing and handicrafts	68	70	70	70	70	70
Homemaking	—	—	—	—	70	70
Physical education	102	105	105	105	105	105
Moral education	34	35	35	35	35	35
Special activities	34	35	35	70	70	70
Total	850	910	980	1,015	1,015	1,015

Note: One teaching hour in this table represents 45 minutes.

Standard Number of Teaching Hours At Lower Secondary Schools

Subject	Hours per Year 1st year	2nd year	3rd year
Japanese language	175	140	140
Social studies	140	140	105
Mathematics	105	140	140
Science	105	105	140
Music	70	70	35
Arts	70	70	35
Health and physical education	105	105	105
Industrial arts and homemaking	70	70	105
Moral education	35	35	35
Special activities	70	70	70
Elective subjects, etc.	105	105	140
Total	1,050	1,050	1,050

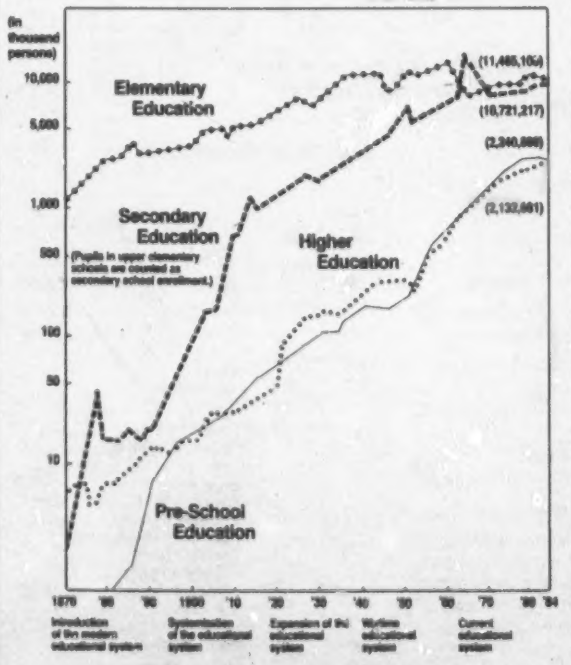
Notes:
1. One teaching hour in this table represents 50 minutes.
2. "Elective subjects, etc." may be used for one or more elective subjects as well as for increasing "special activities," etc.
3. In 3rd grade, the standard number of elective subjects is 35 taken from either music, arts, health, and physical education or industrial arts and homemaking. The standard number of teaching hours of a foreign language is 105 for each grade, and the standard number of other subjects specially required and provided for in the course of study for lower secondary school is 35 for each grade.

Enrollment, Classified by Sex and Type of School (as of May 1984)

School classification	Total	Male	Female	Enrollment, by type of school and percentage distribution: National	Local government	Private	National	Local government	Private
Kindergarten	2,132,681	1,088,085	1,044,596	6,584	530,255	1,595,842	0.3%	24.9%	74.8%
Elementary school	11,465,108	5,871,970	5,593,138	47,300	11,357,950	59,858	0.4	99.1	0.5
Lower secondary	5,829,300	2,986,692	2,842,608	36,408	5,623,328	169,564	0.6	96.5	2.9
Upper secondary	4,891,917	2,465,229	2,426,688	10,201	3,513,739	1,367,977	0.2	71.8	28.0
School for the blind	7,013	4,497	2,516	247	6,634	132	3.5	94.6	1.9
School for the deaf	9,716	5,408	4,308	352	9,301	63	3.6	95.7	0.6
School for the otherwise handicapped	78,142	48,843	29,299	3,074	74,405	663	3.9	95.2	0.8
Technical college	47,527	46,012	1,515	40,093	4,082	3,352	84.4	8.6	7.1
Junior college	360,214	38,383	341,831	17,213	20,661	342,340	4.5	5.4	90.0
University	1,843,152	1,418,141	425,011	442,503	54,117	1,346,532	24.0	2.9	73.1
Special training school	536,457	219,283	317,174	18,010	23,503	494,944	3.4	4.4	92.3
Miscellaneous school	580,060	301,603	278,457	184	9,856	570,020	0.0	1.7	98.3

Source: Ministry of Education, Science, and Culture, Japan.

Historical Trends In Enrollment



Source: Ministry of Education, Science, and Culture, Japan.